I. Unit Title: Pumpkins

II. Grade level of the class: 2nd

III. Days devoted to the unit: 8 days

IV. Unit Objectives:

1. Students should be able to demonstrate understanding of the life sequence of a pumpkin. **Life Standard**: -Grade 2- Indicator: #6.) Investigate the different structures of plants and animals that help them live in different environments (e.g., lungs, gills, leaves and roots).
2. Students should be able to count the number of seeds in a pumpkin and make predictions and estimates based on the number of seeds. **Data Analysis and Probability Standard:** Grade 2- Indicator #2: Read, interpret and make comparisons and predictions from data represented in charts, line plots, picture graphs or bar graphs.
3. Students should be able to make words using magnetic letters based on which words the teacher says: **Phonemic Awareness, Word Recognition and Fluency Standard-** Grade 2- Indicator # 5: Segment letter, letter blends and syllable sounds in words.
4. Students should be able to write a story telling where pumpkins grow, what pumpkins look like and how people can use pumpkins : **Reading Process Standard**: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies- Grade 2- Indicator # 6: Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts.
5. Students should be able to demonstrate comprehension of a story by retelling what happened in the beginning, the middle and the end of a story and then acting the story out in small groups as dramatic play: **Reading Process Standard**: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies- Grade 2- Indicator # 4: Summarize text by recalling main ideas and some supporting details.

V. Unit Overview:

**Day 1:**  Monday- Read Grandma’s Smile by Elaine Moore. Start a KWL chart for students. Ask what they already know about pumpkins and what they would like to know about pumpkins. Afterward, have children write their own short story about pumpkins. Ask students to also draw a picture to complement their story.

**Day 2:** Tuesday- Read It’s Pumpkin Time by Zoe Hall. Have students create their own pumpkin sequence cards to show the life cycle of a pumpkin.

**Day 3:** Wednesday- Read the story Pumpkin Moon by Tim Preston. There are mostly pictures with very few words, but show children the beautifully illustrated pictures about pumpkins. Afterwards, have student’s “make words”. Give each student magnetic letters of p,u,m,p,k,i,n. Now ask students to make the following words: ink, kin, nip, pin, pip, pun, pup, pink, pump and finally pumpkin.

**Day 4:** Thursday- Read the story The Perfect Pumpkin Pie aloud to the students. Have children tell the beginning, middle and end of the story on paper. Then, have students get in groups of 4 to act out the story.

**Day 5:** Friday- Read It’s the Great Pumpkin, Charlie Brown. Stop throughout the story to ask questions to the students. Model how to use sticky notes to show your thinking. Have students watch the movie at home.

**Day 6:** Monday- Make a pumpkin estimation and prediction chart of the # of seeds in a small pumpkin. Have small pumpkins for groups of 4. Cut open the top of the pumpkin and have students count the number of seeds in each pumpkin. Group the seeds by 10. Have students sing the pumpkin song (as posted in supplemental activities section).

**Day 7:** Tuesday- Visit a local pumpkin patch and have the farmer speak to the students about the pumpkin patch and pumpkins.

**Day 8:** Discuss all the uses for pumpkins we discussed in books throughout the unit. Decorations, painting on the pumpkins, jack-o-lanterns and food are all acceptable uses for a pumpkin. Have students write a final assessment paper on the characteristics of pumpkins. Include where they grow, what they look like and how you can use pumpkins. Complete the what I learned portion of the KWL chart that we started at the beginning of the unit. Review over the chart for students. Share pumpkin pie and cooked pumpkin seeds with the class when all the papers have been turned in.

VI. Unit Introduction:

To start my unit, I will first ask the students what they know and would like to know about pumpkins. I will record some answers from the students onto the chart. Then, I will read Grandma’s Smile by Elaine Moore. I will introduce the whole unit by discussing that pumpkins are grown in the season autumn and pumpkins can be grown in a garden or pumpkin patch. Afterward, I will have students write their own short story about pumpkins. Prompt students by writing the topic “My pumpkin patch” on the board. Ask students to write a short story about if they were growing a pumpkin, where would they grow it and who would they grow it with. Refer back to Grandma’s Smile and how the little girl Kim grew a pumpkin with her grandma in her grandma’s garden. Ask students to also draw a picture to illustrate their story. Have students use descriptive words from the book. Write the words; pumpkin, fall, big, round, seeds, plant, garden, vine and carve on the board. These words can be used in the student’s stories.

VII. Unit Summative assessment

1. Authentic assessment- observe to see if students could put their pumpkin sequence cards in the right order. Formally record on a check sheet if students could complete the task by placing cards in the correct order on their strip of paper. Put a check next to the students who still need more help.
2. Authentic assessment- observe students as they group their seeds by 10’s as they count. The teacher should walk around and circle each group of 10 seeds to help students keep track of their pumpkin seeds. Informally observe students to see if they grasp the task of counting the seeds.
3. Authentic assessment- observe student’s word they make after the teacher says the given word. Formally record a check mark next to the student’s name on a check sheet to see if they need additional help with the letter blends and segmenting letters. For example, the teacher will say to the class, “make the word pump with your magnetic letters”. Observe as students complete the task. Walk around and record a check mark on the check sheet if students were able to make that specific word. Observe all 10 words being created by students and record.
4. Traditional assessment- students will turn in a short story they created as a final assessment. This paper should tell where pumpkins grow, what pumpkins look like and how people can use pumpkins. Rubric is included to grade student’s writing.
5. Traditional assessment- students will turn in a story about a retelling from the book The Perfect Pumpkin Pie by Denys Cazet. Students will tell the beginning, middle and end in their retelling. This is graded formally by using the attached rubric to score the student’s writing. The students will then act out the story in small groups. The teacher will observe these skits and the activity will be assessed informally.

VIII. Supplementary Activities- The students will take a field trip to the local pumpkin patch. A farmer will speak to the children about the pumpkin patch and about pumpkins. The students are also writing two different papers to demonstrate their understanding of the material. Students will sing a song during day #6. This is the Pumpkin Song: (tune: I’m a little tea pot)

I’m a little pumpkin

Orange and Round

Here is my stem,

There is the ground.

When I get all cut up,

Don’t you shout!

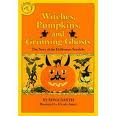
Just open me up and scoop me out!

IX. Bibliography of teacher and student resources:

[](http://www.google.com/imgres?imgurl=http://ecx.images-amazon.com/images/I/51HDTGJNCRL._SL500_.jpg&imgrefurl=http://www.jacketflap.com/bookdetail.asp?bookid=0590558498&usg=__Dkx4X0HeSZ3AqykKL0NoPyDpiII=&h=390&w=475&sz=47&hl=en&start=2&zoom=1&itbs=1&tbnid=tqESBUcC_GcewM:&tbnh=106&tbnw=129&prev=/images?q=it%27s+pumpkin+time&hl=en&gbv=2&tbs=isch:1)

1. **Hall, Zoe. *It’s Pumpkin Time!* New York: The Blue Sky Press. ISBN 0-590-47833-8.**

A story picture book that introduces the concept of how to grow a pumpkin. A sister and a brother plant and tend their own pumpkin patch so they will have jack-o-lanterns for Halloween. Illustrations show the life cycle of a pumpkin and the very last page describes step by step how pumpkin seeds grow underground, complete with detailed descriptions. This can be used to introduce pumpkin sequence cards or the life cycle of a pumpkin. Grade 2-3 Lexile 530 L

1. **[](http://www.google.com/imgres?imgurl=http://ecx.images-amazon.com/images/I/51S71DYQPHL._SL500_AA300_.jpg&imgrefurl=http://www.amazon.co.uk/Witches-Pumpkins-Grinning-Ghosts-Halloween/dp/0899190405&usg=__oDEa3-eoq-L5V94biKPUUmVB4uE=&h=300&w=300&sz=24&hl=en&start=13&zoom=1&itbs=1&tbnid=yARAOv04AtZ20M:&tbnh=116&tbnw=116&prev=/images?q=witches,+pumpkins,+and+grinning+ghosts&hl=en&gbv=2&tbs=isch:1)Barth, Edna. *Witches, Pumpkins and Grinning Ghosts.* New York: The Seabury Press. ISBN 0-8164-3087.**

This is a chapter book that explains the story of the Halloween symbols. The specific section describing pumpkins is on pages 72-77. This could be used as an introduction to a lesson about pumpkins and jack-o-lanterns. This would not be a good book to have students read independently, unless the student was very fluent in reading. Ages 8-11 Lexile 990L

1. **[](http://www.google.com/imgres?imgurl=http://www.lovereading4kids.co.uk/books/covers/12/9781840112306_pumpkin_moon_cvr.jpg&imgrefurl=http://www.lovereading4kids.co.uk/book/5784/Pumpkin-Moon-by-Tim-Preston.html&usg=__cpxES3lWC6JJ6z4lFbKwATPvW1M=&h=198&w=155&sz=9&hl=en&start=2&zoom=1&itbs=1&tbnid=QSqQa_asvs2YIM:&tbnh=104&tbnw=81&prev=/images?q=the+book+pumpkin+moon&hl=en&gbv=2&tbs=isch:1)Preston, Tim. *Pumpkin Moon.* New York: Dutton Children’s Books. ISBN 0-525-46713-0**

A story picture book about Halloween night and Jack-o-lanterns coming to life once all the trick or treaters have gone to sleep. This book has wonderful illustrations that include pumpkins of all shapes and sizes. This is mostly a picture book. There are very few words on a page. This would be a great book to read aloud to students. Ages 4 to 8 ,Flesh-Kincaid Grade Level 1

1. **[](http://www.google.com/imgres?imgurl=http://img1.fantasticfiction.co.uk/isbnthumbs/069/811/0698114140.jpg&imgrefurl=http://www.fantasticfiction.co.uk/j/tony-johnston/vanishing-pumpkin.htm&usg=__g0itk3tZixfvlVz6kVU4wYemVBA=&h=475&w=406&sz=59&hl=en&start=2&zoom=1&itbs=1&tbnid=s-5xtqCi6dKKKM:&tbnh=129&tbnw=110&prev=/images?q=the+vanishing+pumpkin&hl=en&gbv=2&tbs=isch:1)Johnston, Tony. *The Vanishing Pumpkin.* New York: G.P. Putnam’s Sons. ISBN 0-399-20991-3**

This is a short story about a 700 year old woman and an 800 year old man who can’t find their pumpkin. They start asking their neighbors if they’ve seen their pumpkin and eventually they find the pumpkin and make some pumpkin pie. Children will enjoy the humor in this story as they learn about pumpkins. This could be a story used to introduce the different uses of a pumpkin. In the story, they use the pumpkin as decoration; make it into a jack-o-lantern and eventually use it for pumpkin pie. Flesh-Kincaid Grade Level 1.0

1. **[](http://www.google.com/imgres?imgurl=http://www.isbnlib.com/cover/0805066810/L&imgrefurl=http://www.isbnlib.com/isbn/0805066810/Pumpkin-Eye&usg=__Dctjy4_S5CIpuc3-j5n_lKS9gaU=&h=221&w=220&sz=15&hl=en&start=2&zoom=0&itbs=1&tbnid=grQ00rsF_AvwaM:&tbnh=107&tbnw=107&prev=/images?q=the+book+pumpkin+eye&hl=en&gbv=2&tbs=isch:1)Fleming, Denise. *Pumpkin Eye*. New York: Henry Holt and Company. ISBN 0-8050-6681-0**

This story uses simple rhymes to describe the sights, sounds and smells of Halloween. This story could be used to teach a phonics lesson. This story deals with rhyming words to describe Halloween, and it also has pumpkins and Jack-o-lanterns as pictures in the story. Since this is a poem book, it would be appropriate for younger students because it contains vivid pictures and creative descriptive words.

1. **Moore, Elaine. *Grandma’s Smile.* New York: Lothrop, Lee & Shepard Books. ISBN 0-688-11076-2**

[](http://www.google.com/imgres?imgurl=http://images.amazon.com/images/P/0688110762.01.LZZZZZZZ.jpg&imgrefurl=http://www.books-online-store.net/node/children-books/non-religious/list_18521_2.html&usg=__81mTYsBNCR7oWvPo3OQVt07bABM=&h=475&w=579&sz=53&hl=en&start=5&zoom=0&itbs=1&tbnid=Cge7my5Xk3UNvM:&tbnh=110&tbnw=134&prev=/images?q=the+book+grandma%27s+smile&hl=en&gbv=2&tbs=isch:1)Kim visits her grandma during autumn, where they grow a pumpkin, take it to the fall festival and eventually carve Jack-o-lanterns. This story would be a great way to introduce the fall season, with its beautiful illustrations and descriptive fall words. This would not be a good story to have struggling readers read by themselves. Flesh-Kincaid Grade Level 4.9

1. **Schulz, Charles. *It’s the Great Pumpkin, Charlie Brown.* Cleveland, OH: The World Publishing Company. ISBN 0-762-43826-6**

[](http://www.google.com/imgres?imgurl=http://commonplace.net/wp-content/uploads/2009/08/Its_the_Great_Pumpkin_Charlie_Brown.jpg&imgrefurl=http://commonplace.net/tag/library-systems/&usg=__rpNnrlWJKzIL7kOZjDR9HVL_AiM=&h=459&w=337&sz=57&hl=en&start=3&zoom=1&itbs=1&tbnid=oc7lkufZuVEb1M:&tbnh=128&tbnw=94&prev=/images?q=the+book+its+the+great+pumpkin,+charlie+brown&hl=en&gbv=2&tbs=isch:1)In this story, Charlie Brown is excited that he’s at last been invited to a costume party. Snoopy is in search of the Red Baron and Linus awaits the arrival of the great pumpkin, whom he believes will rise from the pumpkin patch and deliver presents to the good boys and girls. This is a classic story that students can enjoy around the month of October. The teacher could read the story to students, then have students watch the movie as an activity. Ages 4-8, Flesh- Kincaid Level 10.8

1. **Cazet, Denys. *The Perfect Pumpkin Pie.* New York: Simon & Schuster Children’s Publishing. ISBN 0-689-86467-1**

[](http://www.google.com/imgres?imgurl=http://ecx.images-amazon.com/images/I/519CD9NCQWL._SL500_AA300_.jpg&imgrefurl=http://www.amazon.com/Perfect-Pumpkin-Pie-Denys-Cazet/dp/0689864671&usg=__49Tu-9OhdUcb3b2XznGjjGam9Ww=&h=300&w=300&sz=26&hl=en&start=16&zoom=1&itbs=1&tbnid=zy72NSXgY4F-eM:&tbnh=116&tbnw=116&prev=/images?q=the+book+its+the+perfect+pumpkin+pie&hl=en&gbv=2&tbs=isch:1)This is a humorous story about an ill-tempered, sour, impatient old man. When he was alive, his wife used to make him a perfect pumpkin pie. Since he passed away, he’s started to haunt a little boy and his grandma. He’s in search of the perfect pumpkin pie. This would be a great read aloud story for kids because its very humorous and contains a lot of dialect, which makes the story entertaining for young children. This would not be a good book for children to read independently because the lexile measure is not age appropriate. Ages 3-6 Lexile AD 530L

1. **Catalanotto, Peter & Schembri, Pamela. *No More Pumpkins.* New York: Henry Holt and Co. ISBN 0-805-07839-8**

[](http://www.google.com/imgres?imgurl=http://media.us.macmillan.com/jackets/258H/9780805078398.jpg&imgrefurl=http://us.macmillan.com/nomorepumpkins&usg=__SjZZAagrORNx9e092WOdX_1GSMk=&h=258&w=191&sz=14&hl=en&start=3&zoom=0&itbs=1&tbnid=08zBpHsrZGoMOM:&tbnh=112&tbnw=83&prev=/images?q=the+book+no+more+pumpkins&hl=en&gbv=2&tbs=isch:1)In this story, Emily is tired of pumpkins. She has been doing pumpkin math in school, took a pumpkin field trip and does pumpkin writing assignments. Now she has to do pumpkin self portraits, but her friendship with her best friend, Vinni, is being tested. They eventually get past their quarrel and all ends well for Emily. This could be used as an independent book for a more advanced reader, since it’s a chapter book. It would not be good for a struggling reader to read this independently. Grade 2-5, Ages 7-10, Lexile 340 L

**10.)Silverman, Erica. *Big Pumpkin.* New York: Aladdin Paperbacks. ISBN 0-689-80129-7**

[](http://www.google.com/imgres?imgurl=http://ecx.images-amazon.com/images/I/51E2M1JRBAL._SL500_.jpg&imgrefurl=http://www.jacketflap.com/bookdetail.asp?bookid=B002N2XH7G&usg=__lMbq1dE8KfZcGnmdZJooEFenHbE=&h=383&w=475&sz=47&hl=en&start=3&zoom=1&itbs=1&tbnid=YOfojhFz4S95NM:&tbnh=104&tbnw=129&prev=/images?q=the+book+big+pumpkin&hl=en&gbv=2&tbs=isch:1)This story is about a witch who plants a pumpkin seed. She waters it and tends to it so she can make pumpkin pie. With Halloween only hours away, she decides to pick the pumpkin, except it wont budge. So, the witch recruits the help of a mummy, a bat, a ghost and a vampire. They end up working together to create the pumpkin pie in the end. This story has great values to it, such as sharing and helping others. Also, the illustrations are wonderful. This comes on audio tape as well, so for a lesson the teacher could have the children read along while the tape is playing. Ages 4-8 Lexile AD 350 L

X. Daily Lesson Plans

**Lesson plan #1**

1. Rationale: Students will be able to listen to the teacher fluently read the story It’s Pumpkin Time by Zoe Hall. They will see the illustrations in the story that tell the process of how to grow a pumpkin and by doing so, they can sequence the pumpkin cards in the order that they take place. This will allow students to predict events from the illustrations and support those predictions with examples from the text. Also, students are gaining knowledge about the life cycle of a vegetable, which coincides with the life science standard.
2. Goals and Objectives:
3. **Instructional goals**: Students should understand that pumpkins have a cycle of growing. Student should understand that when reading a text, they can sequence events and use the text to support their predictions.
4. **Specific Objectives**: students should be able to know the sequence in which a pumpkin grows and be able to recognize various parts of the pumpkin such as the seed, the vine, the yellow pumpkin flower and orange pumpkin. As it relates to reading, students should be able to sequence the cards based on the text and predict the outcomes from the illustrations by using examples from the text.

C.) **ODE standards:** .1.) **Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**-Grade 2- # 2: Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.

2.) **Life Standard**: -Grade 2- Indicator: #6.) Investigate the different structures of plants and animals that help them live in different environments (e.g., lungs, gills, leaves and roots).

1. Essential Question: What are the steps, in order, for a growing pumpkin?
2. Procedure
3. Lesson introduction: Teacher will ask the essential question, which is what are the steps in order for a growing pumpkin? Then, tell students that they will find out as we read It’s Pumpkin Time together as a class. Read the story and review over the concept of sequencing. Tell students they can sequence the order of events in any text, however for this story have students sequence the life cycle steps of the pumpkin. Tell students they can use their text as examples for their predictions of sequencing.
4. Lesson development:

* After reading the story, the teacher will then hand out the pumpkin cards worksheet, 2 pieces of construction paper, scissors, crayons and a glue stick to each student.
* The teacher will model how to cut out the pictures, glue them to construction paper and color the pictures. The students will follow along step by step. So as the teacher cuts out the pictures from the sequence cards, the students cut out their own pictures. The teacher will then tell students to glue down the pumpkin cards in the correct sequence. The book we read can be used as a reference.
* The teacher should point out key vocabulary from the story. Point out the terms seeds, vine, yellow flower and orange pumpkin.

1. Lesson Closure: The teacher will collect the pumpkin sequence cards as a formal assessment. The teacher will review over the correct order of the sequence cards and then tell the class that it’s important to pick out the order of events in the text. Review over what the vocabulary words were for the book, which will be a great way to end the lesson because it introduces them to the vocabulary for the whole unit.
2. Lesson Contingency: If I have extra time, I can always have students use the vocabulary words in a short story they create or have them make a sentence about pumpkins using their vocabulary words. Then, I could assess them formally by grading their stories using a rubric.
3. Pacing Guide:

|  |  |
| --- | --- |
| Lesson introduction | 13 mins. |
| Lesson development | 18 mins |
| Lesson closure | 7 mins |

1. List of Questions:

* What are the steps, in order, for a growing pumpkin?
* What is sequencing?
* How do we put events in order?

1. Daily Assessment: Collect students sequence cards and grade them formally. See if the students put the pumpkin cards in the correct order to monitor comprehension for today’s lesson.
2. Materials:

* Pumpkin Sequence Cards worksheet
* 2 pieces of construction paper per each student
* Scissors for each student
* Crayons for each student
* Glue sticks for each student
* The book It’s Pumpkin Time by Zoe Hall

**Lesson Plan #2**

1. Rationale: Students will be able to tell what they know and what they would like to know about pumpkins on a KWL chart. This allows students to start thinking about the unit on pumpkins and allows them to start asking questions about the unit. Also, by reading the story Grandma’s Smile, it allows students to become familiar with the vocabulary we will start to cover in this unit. It discusses the words autumn, pumpkins, garden, orange, big and round.
2. Goals and Objectives:
3. Instructional Goals: Students will become familiar with the vocabulary in the text and develop a general idea about pumpkins.
4. Specific objectives: Students will demonstrate they know the material by writing their own short story using some vocabulary words from the text we read.
5. ODE Standards:

**Writing Processes Standard:** Grade 2-# 2. Develop a main idea for writing.

1. Procedure:
2. Lesson introduction: Read the story Grandma’s Smile by Elaine Moore. Introduce the whole unit by discussing that pumpkins are grown in the season autumn and pumpkins can be grown in a garden or pumpkin patch. Start a KWL chart for students. Ask what they already know about pumpkins and what they would like to know. At the end of the unit; finish the last section of the chart. Also, ask students if the little girl Kim in the story planted a pumpkin with anyone special in her life? Ask where she planted her pumpkin at.
3. Lesson development:

* Afterward I read the story; I will have students create their own short story about pumpkins. I will prompt students by writing the topic, “My pumpkin patch” on the board.
* I will ask students to write a short story about if they were growing a pumpkin, where would they grow their pumpkin and who would they chose to grow it with.
* Refer back to Grandma’s Smile and how the little girl Kim grew a pumpkin with her grandma in her grandma’s garden. Ask students to also draw a picture to complement their story. Tell them they can use pumpkin descriptive words from the book, such as pumpkin, fall, big, round, seeds, plant, garden, vine and carve on the board.

1. Lesson Closure: Have students read one sentence from their short story out loud to the class as a closing activity. After all students have shared, summarize the lesson by going over the key words in the story. Talk about how pumpkins are grown in autumn and pumpkins can be big, round, orange and grown in a pumpkin patch.
2. Lesson contingency: If I have extra time, I will have students read their whole story, not just one sentence. Also, we can go back through the book to see if we spot any more words that could be useful in writing our stories.
3. Pacing guide:

|  |  |
| --- | --- |
| Lesson introduction | 15 min |
| Lesson development | 23 min |
| Lesson closure | 11 min |

1. List of questions:

* What are things you would like to know about pumpkins and what are some things you already know about pumpkins?- record on KWL chart.
* Ask if Kim in the story planted a pumpkin with anyone special in her life?
* Ask where she planted her pumpkin at.

1. Daily Student Assessment: Students will be assessed on their writing project for the day. They will demonstrate that they understand the concept of the book by creating their own short story. They will also demonstrate understanding of the vocabulary words used in this text by incorporating some in their short story. This will be assessed formally by the teacher grading it with a rubric.
2. Materials:

* The book Grandma’s Smile by Elaine Moore
* Chart paper to create the anchor chart
* Markers
* Crayons
* Sentence paper for each student

**Lesson plan #3**

1. Rationale:

In this lesson, the students will demonstrate comprehension by doing a retelling of the story. They will describe the beginning, the middle and the end, which coincides with the Literacy Text Standard by retelling the plot of a story.

1. Goals and Objectives:
2. Instructional goals: students will listen to a story and be able to build comprehension by retelling the story.
3. Specific objectives: Students should be able to build comprehension by retelling the story The perfect pumpkin pie. They will retell the beginning, the middle and the end by retelling the story on a sheet of paper.
4. Ode Standards: **Reading Applications: Literary Text-** Grade 2- #3 Retell the plot of a story.
5. Procedure:
6. Lesson introduction:

* Begin the lesson by telling the students that good readers are able to show their understanding of a book by retelling it.
* Ask students: “How many of you come to school on Mondays and tell your friends what you did over the week?” (This is making a personal connection with each student)
* Then, ask the students: “Do you tell them what you did on Saturday before you tell them what you did on Sunday?”
* Tell students: “Well that is retelling. Today we are going to do the same thing, but with our books. When we retell, we use our own words to say what the book is about. We can use words such as: first, then, next, last or finally.
* The teacher then creates a chart for the class that reads:
* Beginning- what happens first in the story?
* Middle- what happens in-between?
* End- what happens last in the story?
* Retelling words to use: first, next, then, last or finally.

1. Lesson development:

* Begin by reading the story The Perfect Pumpkin Pie.
* After reading the story, show the students the writing paper they are going to be using. Tell students they are to write a beginning, a middle and an end for the story they just read as a class. Tell students they can refer to the chart the teacher created to help them.
* Send students back to their seat to work independently on their retells.
* Once students have finished their retellings, assign them into groups of 4. Tell them that they are going to be acting out their retellings in a short skit in from of the class. Every person in the group must have a part and everyone must contribute to the skit. They are allowed to use their retellings to help them with what to act out.

1. Lesson closure:

Have students turn in their stories. Bring student’s attention back to the board and review over the chart. Tell students that retelling is describing a story in your own words and a retelling consists of what happened in the beginning of the story, the middle of the story and the end. Tell students they can use words like first, next, then, last or finally when retelling.

1. Lesson Contingency: If the lesson ends early, I will have students be creative and create a new ending to the story. This will not only demonstrate that they understand what happened in the story, but they could be making a text-to-self connection by personalizing their story at the end. If the lesson runs long, I can have students get into pairs to retell the story to a partner. I will then informally assess the students by walking around and observing comprehension of the story.
2. Pacing guide:

|  |  |
| --- | --- |
| Lesson introduction | 10 min |
| Lesson development | 30 min |
| Lesson closure | 7 min |

1. List of Questions:

* What is a retelling?
* What are some words to use when retelling?
* What were some uses of the pumpkin in The Perfect Pumpkin Pie?

1. Daily Student Assessment:

* Traditional assessment- students will turn in a story about a retelling from the book The Perfect Pumpkin Pie by Denys Cazet. Students will tell the beginning, middle and end in their retelling. This is graded formally by using the attached rubric to score the student’s writing. The students will then act out the story in small groups. The teacher will observe these skits and the activity will be assessed informally.

VI.) Materials:

* Chart paper
* Markers
* Writing paper for each student
* Pencils
* The book The Perfect Pumpkin Pie by Denys Cazet